Indiana's Response to Intervention Academy

Delving Into Data

Presenters:

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MSD Wayne Township

Chapelwood Elementary

May 12/13, 2009

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Components to Consider

- Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsivity
- Family, community & school partnerships

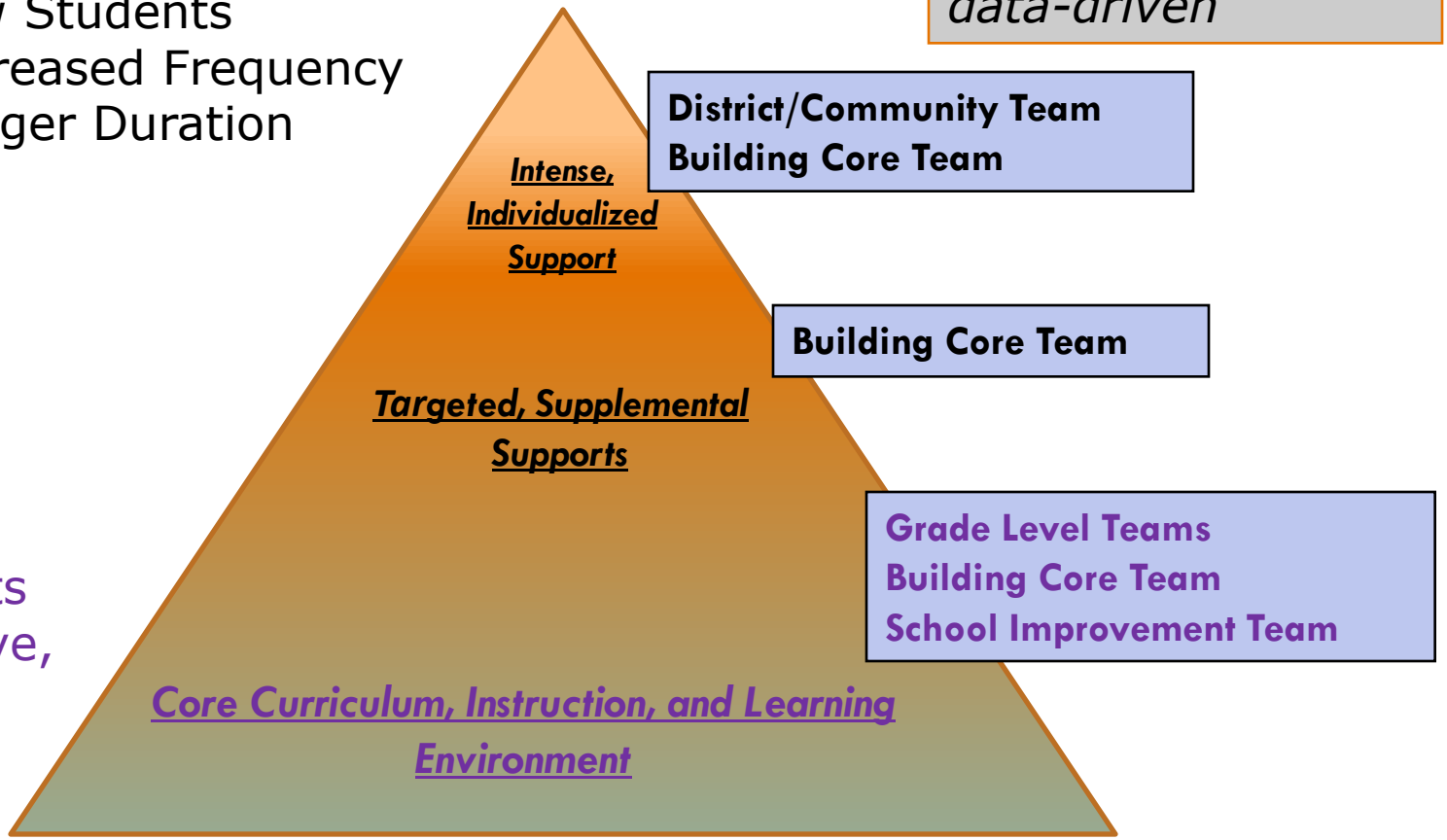
Integrated System for Academic and Behavioral Supports

Services across tiers are fluid and data-driven

Tier 3:
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:
- Small Group

Tier I:
- All Students
- Preventative, Proactive



Preview: Connecting My Presentation to Indiana's Vision of RTI

- Ensuring data-based decision making from the district to the school level
- Creating teams that make decisions based on student data
- Utilizing progress monitoring data to evaluate student progress

Chapelwood Demographics

763 Students in Grades K-6

Black	45%		
White	32%	Free	58%
Hispanic	13%	Reduced	13%
Multiracial	6%	Paid	29%
Asian	3%		

Our students are from 17 countries and speak 18 different languages.

First Steps as RTI Pilot Site

- Needs Assessment
  - Told us what we were doing well
  - Helped us find areas for improvement
  - Gave us a starting point
- Narrowing the focus
  - Delve into data through grade teams
  - Evaluate core instruction
  - Monitor students' progress

District Data

Universal Screeners

ISTEP

NWEA

DIBELS

READING LEVELS

DISTRICT WRITING PROMPTS

ARTICULATION SCREEN

KLST-2

Learning Target

Using the rule of 80, staff will make instructional decisions based on multiple points of data

Rule of 80

80% of any grade level or classroom should be at grade level

If not, there is an instructional problem that needs to be addressed whole group

It is NOT a student problem!

Are 80% at "grade level"?

If yes…

- What is the range of reading levels?
- What are the strengths of the group?
- To what do we attribute the strengths?
- What can be done to enrich or excel this group?

Reflect AND Celebrate successes!

Are 80% at "grade level"?

If no…

- What teaching methods are being utilized?
- Of the students that are successful, what method was used for them?
- Does the assessment tool match the target?
- What needs to change?

Data Collections

A sampling of what *and how*
we analyze…

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Group Academic Standards Summary

Corporation: WAYNE TWP MSD

Grade:

Purpose
This report provides an analysis of Academic Standards using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.

▪No. of Students: 1050

Test Date: 09/15/08

CORP: 5375
County: 49 MARION
State: INDIANA

Indiana Performance Index (IPI)

The IPI is the expected number of items correct had 100 similar items been taken for the given Academic Standard. The Difference score is the Mean IPI minus the IPI at the passing cut score.

MC : Multiple-choice items
OE : Open-ended items

** : Expected IPI for a student at the passing cut score

% mastery by subtest

	Corporation Summary							School Summary					
	Points Possible	IPI at Pass**	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent M	Mean IPI	Diff.	Mean IPI	Diff.	Mean IPI	Diff.
English/language arts													
1. Reading Vocabulary(MC)	8	64	5.4	69.4	5.4	706	67	66.4	2.4	69.3	5.3	73.8	9.8
2. Reading Comp.(MC,OE)	20	64	13.8	68.9	4.9	693	66	65.5	1.5	69.4	5.4	74.8	10.8
3. Lit Response & Analysis(MC,OE)	20	61	12.9	65.4	4.4	688	66	61.4	0.4	66.3	5.3	71.1	10.1
4. Writing Process(MC)	4	57	2.5	63.8	6.8	703	67	59.5	2.5	65.2	8.2	68.4	11.4
5. Writing Applications(OE)	10	55	6.3	59.5	4.5	742	71	56.9	1.9	60.0	5.0	62.7	7.7
6. Lang. Conventions(MC,OE)	14	70	10.6	74.5	4.5	720	69	71.8	1.8	74.4	4.4	78.1	8.1
*Number of Students: 1048													
Mathematics													
1. Number Sense(MC,OE)	12	39	6.7	56.9	17.9	852	81	52.2	13.2	61.2	22.2	59.1	20.1
2. Computation(MC)	10	51	7.0	68.6	17.6	861	82	64.7	13.7	71.9	20.9	70.6	19.6
3. Algebra & Functions(MC,OE)	14	52	9.9	69.5	17.5	851	81	66.1	14.1	72.7	20.7	72.7	20.7
4. Geometry(MC,OE)	14	48	8.9	63.6	15.6	856	82	61.2	13.2	66.9	18.9	65.9	17.9
5. Measurement(MC,OE)	12	49	8.3	67.9	18.9	858	82	64.2	15.2	70.4	21.4	72.3	23.3
6. Data Analysis & Prob(MC,OE)	10	37	6.0	60.6	23.6	848	81	56.8	19.8	65.3	28.3	65.1	28.1
7. Problem Solving(MC,OE)	12	35	6.2	53.0	18.0	842	80	49.8	14.8	57.5	22.5	55.9	20.9
*Number of Students: 1050													

* Number of students that completed all tests in the content area. ▪ Total number of all students that tested in either content area. Any student tested in both content areas is counted once. Adding the two-digit "IPI at Pass" scores will not result in the three-digit student score found on the Student Report.

CTBID: 08322M012828001-03-00173-000037

NWEA (3-8)

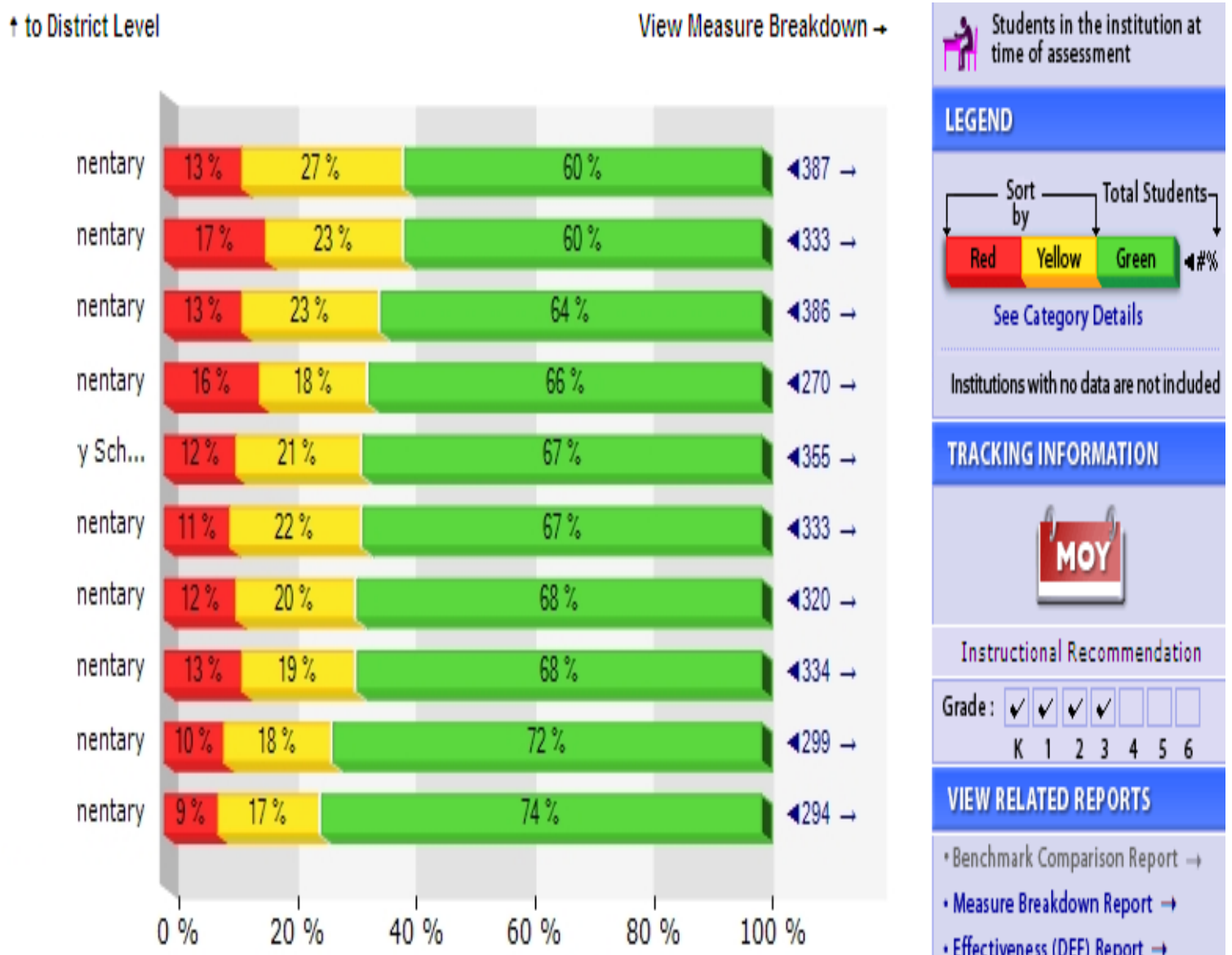
Class By RIT

	< 161	161-170	171-180	181-190	191-200	201-210	211
Mathematics		B. J. Glass (169) J. T. Perez (170)	D. Y. Rubio (173) M. O. Rodriguez (174) S. Lorenzo (175) E. J. Mcgill (176) M. E. Le (178) Y. Perez (178) C. L. Poindexter (179) N. A. Waterman (179)	A. M. Hendrickson (182) M. K. Skinner (182) D. F. Williams (182) J. K. Perry (189) C. L. Parker (190) S. D. Wess (190)	K. D. MarxBardell (192) A. Partida (193) J. F. Vorhees (197)	L. J. Reyes (202)	J. T. Baile
Reading	B. J. Glass (157) M. O. Rodriguez (157) N. A. Waterman (159) J. T. Perez (160)	M. E. Le (163) Y. Perez (163) A. M. Hendrickson (168) D. Y. Rubio (170)	C. L. Poindexter (175) K. D. MarxBardell (177) C. L. Parker (177) S. Lorenzo (178) L. J. Reyes (179) E. J. Mcgill (180)	J. K. Perry (182) J. F. Vorhees (183) D. A. Willis-Dorsey (184) A. Partida (186) M. K. Skinner (188)	J. T. Bailey (195)	D. F. Williams (201) S. D. Wess (202)	
Language Usage	B. J. Glass (158) M. O. Rodriguez (159)	N. A. Waterman (163) J. T. Perez (166) M. E. Le (168) A. M. Hendrickson (169) L. J. Reyes (169) D. Y. Rubio (169)	C. L. Parker (172) Y. Perez (174)	D. A. Willis-Dorsey (186) E. J. Mcgill (187) J. F. Vorhees (187) J. K. Perry (188) M. K. Skinner (188) K. D. MarxBardell (190)	A. Partida (192) J. T. Bailey (198)	S. D. Wess (202)	

To create a PDF report of the chart above, click here

Invalid tests, plus survey, practice and decision test types are not shown on this report. Consult the class report for information on students who have tested but are not shown on this report.

DIBELS (K-2)


to District Level
View Measure Breakdown
nentary 13 % 27 % 60 % 387
nentary 17 % 23 % 60 % 333
nentary 13 % 23 % 64 % 386
nentary 16 % 18 % 66 % 270
y Sch... 12 % 21 % 67 % 355
nentary 11 % 22 % 67 % 333
nentary 12 % 20 % 68 % 320
nentary 13 % 19 % 68 % 334
nentary 10 % 18 % 72 % 299
nentary 9 % 17 % 74 % 294
0 % 20 % 40 % 60 % 80 % 100 %
Students in the institution at time of assessment
LEGEND
Sort by
Total Students
Red
Yellow
Green
#%
See Category Details
Institutions with no data are not included
TRACKING INFORMATION
MOY
Instructional Recommendation
Grade : ✓ ✓ ✓ ✓
K 1 2 3 4 5 6
VIEW RELATED REPORTS
• Benchmark Comparison Report
• Measure Breakdown Report
• Effectiveness (DEF) Report

The Data Warehouse/P.E.P.

Administrator and Teacher access
to electronic data

MISi
Management Information Solutions, inc.

WAYNE TOWNSHIP

Page: LaunchPage
Date: 4/23/2009
User: carterkaren

Find by Student Name

Admin Screen

Administra ... sources | PEP Teacher View | Report Writers | Reports

Currently Viewing: Launch Page

All Students | Edit

Selected School Year: 2008-2009 **Prior School Year:** 2007-2008

Student Statistics

Year 2009 **EOY** 05/27/2009 **YTD** 04/22/2009 (Day 157)

Name: PEP	[redacted] ST	**Phone:**	(redacted)
Enrollment Start:	8/11/2008	**Enrollment End:**	
School:	CHAPEL HILL	**Grade:**	08
Address:	[redacted]	**GPA:**	
		Rank:	
Guardian:	[redacted]	**Eth.:**	WHITE

Grades | Progress Report | Immunizations | Schedule | Transcript

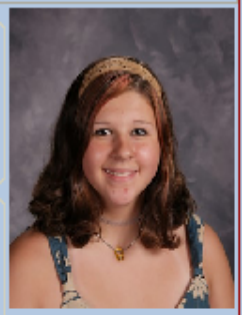
Statistic:	YTD	EOY
Absences	1.0	1.0
Disciplines	0.0	0.0

Standardized Tests Report Graph

Test	Date	Subtest	Score
2008-09 Fall ISTEP	09/15/08	Eng/Lang Arts (ISTEP)	604
2008-09 Fall ISTEP	09/15/08	Mathematics (ISTEP)	644

NWEA Tests Report Graph

Date	Subtest	Score
08/29/08	Reading	245
09/02/08	Language Usage	238
09/03/08	Mathematics	247
09/04/08	Concepts and Processes	228
09/04/08	General Science	223
12/05/08	Reading	247



Year 2008 **EOY** 05/28/2008 **YTD** 04/22/2008 (Day 157)

ID:	[redacted]	**Birth Date:**	9/25/
Enrollment Start:	8/13/2007	**Enrollment End:**	
School:	CHAPEL HILL	**Grade:**	07
Address:	[redacted]	**GPA:**	
		Rank:	
Guardian:	[redacted]	**Eth.:**	

Grades | Sche

Statistic:	YTD	EOY
Absences	2.0	3.0
Disciplines	0.0	0.0

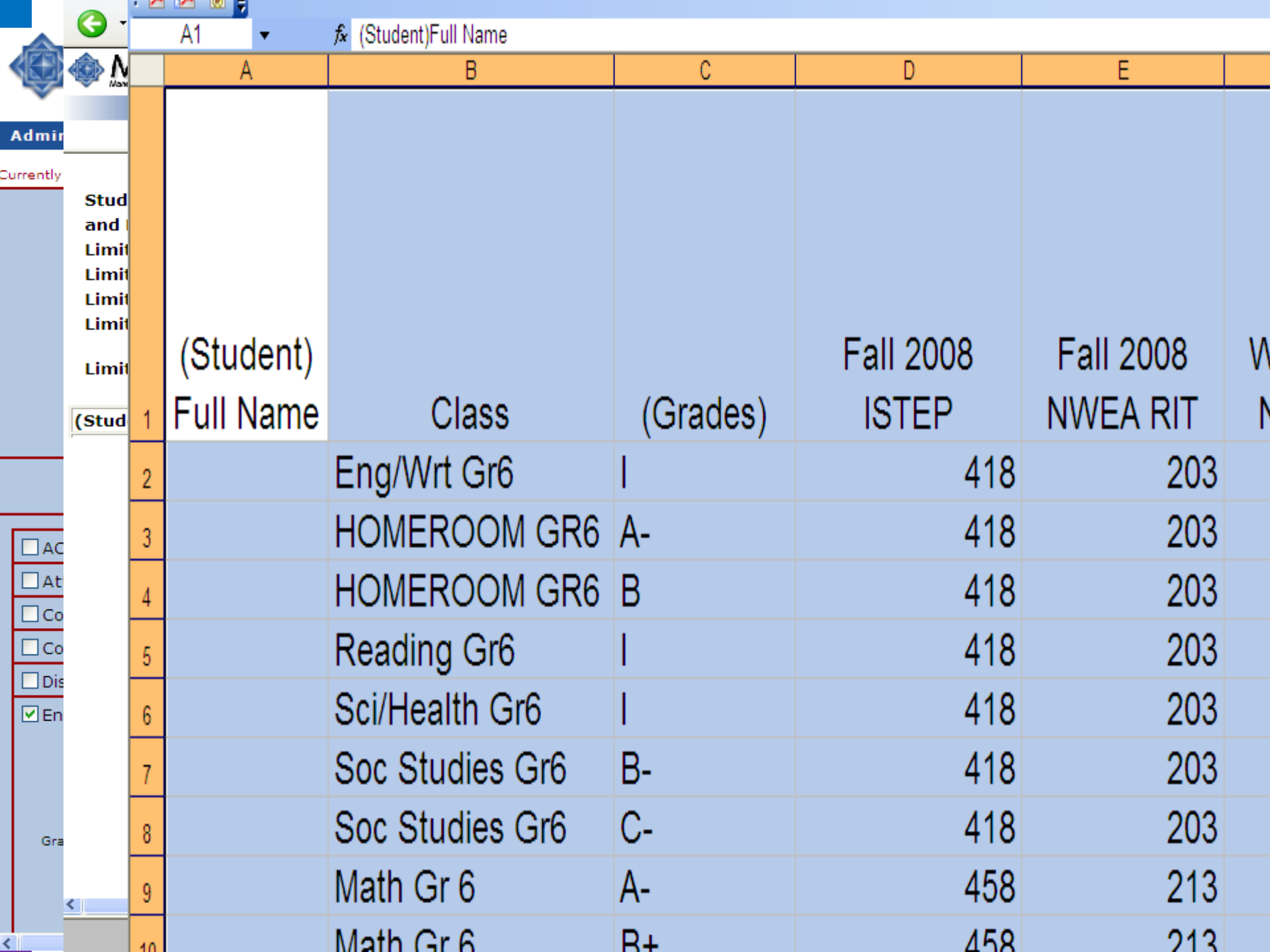
Standardized Tests Report Graph

Test	Date	Subtest	Score
2007-08 Fall ISTEP	09/18/07	Eng/Lang Arts (ISTEP)	664
2007-08 Fall ISTEP	09/18/07	Mathematics (ISTEP)	605
2007-08 Fall ISTEP	09/18/07	Science (ISTEP)	590

Standardized Tests

NWEA Tests Report Graph

Date	Subtest	Score
08/21/07	Language Usage	234
08/23/07	Reading	241
08/30/07	Mathematics	235
01/23/08	Reading	242
01/24/08	Mathematics	245



A1 (Student)Full Name

	A	B	C	D	E
1	(Student) Full Name	Class	(Grades)	Fall 2008 ISTEP	Fall 2008 NWEA RIT
2		Eng/Wrt Gr6	I	418	203
3		HOMEROOM GR6	A-	418	203
4		HOMEROOM GR6	B	418	203
5		Reading Gr6	I	418	203
6		Sci/Health Gr6	I	418	203
7		Soc Studies Gr6	B-	418	203
8		Soc Studies Gr6	C-	418	203
9		Math Gr 6	A-	458	213
10		Math Gr 6	B+	458	213

Teacher Screen

Teacher Screen

nester 2 - gradeprd 4 - period 01 section 02

Grouping: Single Drag-and-Drop

School Year(s): 2008-2009, 2007-2008, 2006-2007

Area(s): [all], Eng/Lang Arts (ISTEP), Mathematics (ISTEP)

Export to Microsoft Word | Export to CSV (Excel)

Student	Reading Vocabulary (2008-2009)	Reading Vocabulary (2007-2008)	Reading Vocabulary (2006-2007)	Reading Comp (2008-2009)	Reading Comp (2007-2008)	Reading Comp (2006-2007)	Literature Response and Analysis (2008-2009)	Literature Response and Analysis (2007-2008)	Literature Response and Analysis (2006-2007)	Writing Proces (2008-2009)
	-25	-23	-41	-26	-15	-31	-27	-24	-32	-17
	25	14	14	24	35	19	22	13	15	26
	5			6			7			5
	-34	-34	-31	-39	-25	-23	-39	-37	-26	-22
	17	6	11	19	28	12	17	11	15	16
	23			26			22			27
	-1	-13	-3	-7	-2	-2	-4	-12	-7	-4
	15	-5		14	9		14	-4		15
	15	7	24	16	29	32	13	19	32	15
	21			18			19			19
	-23	-34		-28	-26		-28	-36		-18
	12	1	4	11	17	3	8	5	1	9
	17	12	21	19	37	22	20	23	28	17
									24	11
										12
									27	19
	22	-1	24	26	44	31	21	34	32	25
	25	11	25	25	34	35	26	25	35	26
eau	17	-1	18	21	19	17	20	0	19	19
	14	3	24	16	25	31	16	11	30	14
	22			28			26			26

ISTEP subtest scores over time (IPI)

Delving Into Data

- Establishing grade team data meetings
  - Professional development
  - Accountability Data Meeting Summary.pdf
  - Create an environment where teachers feel safe sharing data
- Teams meet regularly to discuss the data
  - Set an agenda for your meeting
  - Determine accuracy and fidelity of assessments
  - Review student trends Presenting the Data.pdf
  - Share your strengths and weaknesses
  - Identify students who are struggling
  - Identify students who are excelling
  - Determine instructional goals
  - Set student goals

Discussion Page 1.pdf Discussion Page 2.jpg

Grade Team Meeting

Considering Tier 2

- Review and refine the specific area of need using the data
- Determine it is not a curriculum or instructional problem
- Review the student's progress monitoring data in tier 1 with the additional/adapted instruction
- Verify student is not making adequate progress

Behavior Profile - Intervention Profile.doc

Math Intervention Profile.doc

Reader Profile - Intervention Profile.doc

Writing Intervention Profile.doc

Take Home: Connecting My Presentation to Indiana's Vision of RTI

- Ensuring data-based decision making from the district to the school level
- Creating teams that make decisions based on student data
- Utilizing progress monitoring data to evaluate student progress


Small Group
Interventions